

## SCIENTIFIC-THEORETICAL PERSPECTIVES ON THE CLASSIFICATION OF TERMS

*Д. Ходжаева<sup>1</sup>*

*Abstract:*

The article examines the classification of terms from different theoretical points of view. It presents the morphological classification of R.F. Pronina, which identifies three categories, and V.M. Leychik, who emphasizes the multifaceted nature of terms, offering a classification structure based on general and individual characteristics of terms.

*Key words:* linguodidactic terminology, thematic classification, interdisciplinary terminology, reference scheme, connotative scheme, functional scheme, semantic group.

*doi:* <https://doi.org/10.2024/t5bthq83>

---

It is evident that the classification of lexical data or the terminological system of a specific language into thematic groups represents a widely employed analytical method within the field of linguistics. In the process of categorizing words or terms into thematic groups, both their meanings and nominative functions are taken into consideration. Words or terms that are organized around a shared topic, concept, or idea collectively form a distinct thematic group.

As previously noted, there exist various methodologies and approaches for investigating the lexical data or terminology of a particular language in linguistic studies, among which the classification and analysis by thematic groups is relatively prevalent. The following conclusions can be drawn regarding the concept of thematic groups: 1) the division of words into thematic groups constitutes a method for describing and examining the lexical inventory or terminology of a language as a cohesive system; 2) subjectivity and nominative characteristics serve as the primary criteria for the categorization of words and terms into thematic groups.

Each lexeme is characterized by three distinct types of schemas: a reference schema, a representation schema (connotative schema), and a task schema (functional schema). When classifying lexical units into thematic groups, it is essential to consider both their primary meanings and task schemas. The expression schema of a lexeme is examined within the context of its lexical-semantic group. These principles are equally applicable to the study of terms. Thematic classification of terms holds significant scientific and theoretical value for several reasons.

1. The number of thematic groups is inherently linked to the social dynamics of a given nation. Establishing a comprehensive understanding of specific domains of socio-economic, cultural, and educational life—such as science, culture, education, and economy—serves as a foundation for enhancing knowledge regarding their formation, development, and evolution. Information pertaining to the socio-economic landscape, socio-cultural contexts, and religious beliefs of a population is distinctly reflected in the thematic clusters of words and terms.

2. This understanding provides a clear framework for analyzing the composition and quantity of words and terms within a particular vernacular. It elucidates the fields or domains in which these lexical items are predominantly utilized and offers substantial insights into the underlying factors contributing to their prevalence.

---

<sup>1</sup> *Ходжаева Дилафруз Изатилловна, Бухарский государственный университет*

3. Furthermore, it facilitates a nuanced assessment of historical transformations in specific language terms, viewed through the lens of contemporary lexicology.

The term "classification" is derived from Latin, with its dictionary definition encompassing the action of categorizing or dividing entities into classes based on their distinctive characteristics. Classification plays a crucial role in human cognitive processes and is recognized as a fundamental aspect of thinking. This system of organizing objects into categories based on similarities and differences among items within a category is referred to as classification.

In certain contexts, when the symbols, objects, and events utilized for classification do not reflect natural processes, this is termed artificial classification within scientific discourse. An illustrative example of this is the alphabetical organization of students, which may include attributes such as age, interests, talents, educational motivations, and levels of professional training. This classification method is extensively employed in various scientific domains and is particularly prevalent in the field of linguistics.

From the discussion above, it can be inferred that there are two principal types of classification in science: natural and artificial. In both scientific inquiry and educational frameworks, classification is instrumental in mastering specific features. Classifications are essential for establishing order among objects, allowing for comprehensive examination and detailed investigation of the material under consideration.

Terms can be classified from various perspectives. Notably, R.F. Pronina's morphological classification delineates three categories: 1) simple terms (e.g., lesson, plan, material); 2) complex terms (e.g., communicative, assessment, testing); and 3) term-phrases or multi-component terms (e.g., lesson planning, computer-assisted teaching, data-driven teaching, material adaptation) [5; 8].

Additionally, Leychik posits that the concept of a term is multifaceted, encompassing specific characteristics. He proposes a classification framework based on two types of term characteristics: general and individual.

1) This framework includes general scientific and technical terms, category terms, interdisciplinary terms, and specialized terms.

2) It is widely acknowledged that the scientist, considering the overarching characteristics of the terms, deems it essential to categorize them into general scientific and technical terms, category terms, interdisciplinary terms, and specialized terms. Furthermore, when accounting for specific characteristics, the scientist favors classifying them as general scientific and technical terms, category terms, cross-disciplinary terms, and specialized terms. [4; 112].

### **References:**

- [1]. Вайсгербер Л. Родной язык и формирование духа. - М., 1993. - 232 с.
- [2]. Дадабоев Х. Ўзбек терминологияси. -Т.: Нодирабегим, 2020. -Б. 61.
- [3]. Лейчик В.М. О языковом субстрате термина. - Вопросы языкознания, 1986. - С. 87-97.
- [4]. Мякшин К. А. К вопросу об основных признаках термина // Альманах современной науки и образования. № 8. - Тамбов, 2009. - С. 112-114.
- [5]. Пронина Р. Ф. Перевод английской научно-технической литературы. 3-е изд., перераб. и доп. - М.: Высшая школа, 1986. - С. 8.